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AUTHOR Everett, Susan F.; Williams, David L.
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ABSTRACT

A study examined the level of importance and the level of implementation of management functions and activities in agricultural teacher education programs as perceived by program leaders and program staff. One hundred respondents (one program leader and one program staff member from each of fifty four-year institutions throughout the United States) completed a two-part mail questionnaire Solicited by the questionnaire was demographical information about the population of program leaders, staff, their agricultural education programs, and their institutions as well as information pertaining to the level of importance and the level of implementation of five management functions, including planning, organizing, staffing, directing, and controlling. Each of these functions contained four management activities for a total of 20 items rated using a nine-point Likert-type rating scale. Agricultural teacher education program leaders and staff agreed that all five management functions and the 20 management activities were important and were being implemented in their respective programs. The respondents also generally agreed that planning and staffing were the most important functions. Also considered to be of prime importance were planning program goals and policies and securing support for planned programs. Recommendations were made calling for further studies. (MN)

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MANAGEMENT ACTIVITIES APPLIED IN AGRICULTURAL TEACHER EDUCATION

Susan F. Everett (Moore)
Ass't. Professor Agric. Educ.
Iowa State University

David L. Williams
Professor Agric. Educ.
Iowa State University

INTRODUCTION/NEED FOR THE STUDY

Management plays an important role in all phases of society. Emphasis in management functions and leader responsibilities, however, have centered around business and industry and have been very limited in the academic field. Furthermore, a very limited amount of research has been conducted in higher education, particularly agricultural education, concerning the perceived importance and implementation of management functions and activities found basic to the managerial process of industry.

This study supplied information that will help in the effort to narrow the gap that exists between professional managerial knowledge and its application to agricultural teacher education in the university setting (Everett, 1981).

OBJECTIVES OF THE STUDY

The primary objective of the study was to determine the level of importance and the level of implementation of management functions and activities in agricultural teacher education programs as perceived by program leaders and program staff. Specific objectives were to:

1. Identify selected characteristics of agricultural teacher education program leaders, program staff, institutions and agricultural teacher education programs.

2. Compare the program leaders' perceptions of the level of importance and the level of implementation of management functions and activities in agricultural teacher education programs with the staffs' perceptions of the level of importance and the level of implementation of management functions and activities in agricultural teacher education programs.

3. Determine and compare the rank order of the importance of agricultural teacher education program management functions and selected management activities as perceived by program leaders and program staff.

METHODS AND PROCEDURES

The population of the study was comprised of agricultural teacher educators employed in four-year institutions in the United States which consisted of at least three individuals, including one program leader and two staff persons who met selected criteria.

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Fifty-one programs were found to meet the criteria from which the sample consisting of two groups were selected. One group consisted of all agricultural teacher education program leaders from the 51 chosen institutions and the second group consisted of one staff member from each of these institutions. The staff member from each institution was chosen alphabetically, selecting the first person at the top of the alphabet who met the selected qualifications.

A mailed questionnaire was developed and used to collect data from the two groups. The instruments were comprised of two parts. Part one determined the level of importance and the level of implementation of five management functions including: planning, organizing, staffing, directing and controlling. Each of these functions contained four management activities for a total of 20 items rated using a nine-point Likert-type rating scale. The first section also determined the rankings of the five management functions, as well as, ten more specific management activities. These ten management activities were developed based on a review of literature and adapted to agricultural teacher education program management.

These management functions and activities were chosen based on a review of literature. R. Alec Mackenzie's (1969) model of the management process (Figure 1), however, served as the primary source for the development of this section of the instrument. Mackenzie devised his model from a meticulous review of the works of many leaders and teachers in the management field. Part two determined basic demographical information about the population of program leaders, staff, their agricultural teacher education programs, and their institutions.

The instruments were mailed to the 51 program leaders and 51 program staff for a total of 102 respondents. One hundred percent of the responses were obtained, however, one respondent was found not to meet the criteria established for the selection of participants. Therefore, both the program leader's instrument and the program staff's instrument from this institution were not used in the study, resulting in a total of 100 usable responses.

The analyses of data involved several statistical procedures including frequencies, percentages, means and standard deviations. Since the data were obtained from the total population of agricultural teacher education programs meeting the selected criteria, there was no need to analyze the data using inferential statistics. However, Paired-T tests were made as a means for the researcher to discuss the differences among the population. These statistics may also provide inferences for a future population.

RESULTS: FINDINGS, CONCLUSIONS, RECOMMENDATIONS

The findings are described in terms of the objectives of the study. The following describes a brief profile of the 50 institutions and agricultural teacher education programs used in the study. The size of the institutions ranged from 3,592 to 62,790 with a mean size of 20,274. The majority were Land Grant Institutions (1862)

Figure 1: Summary of R. Alec Mackenzie's Management Model* (Mackenzie, 1969)

PLAN: Predetermine a course of action
- Forecast - Establish where present course will lead
- Set Objectives - Determine desired end results
- Develop Strategies - Decide how & when to achieve goals
- Program - Establish priority, sequence & timing of steps
- Budget - Allocate resources
- Set Procedures - Standardize methods
- Develop Policies - Make standing decisions on important recurring matters

ORGANIZE: Arrange & relate work for effective accomplishment of objectives
- Establish Organization Structure - Draw up organization chart
- Delineate Relationships - Define liaison lines to facilitate coordination
- Create Position Descriptions - Define scope, relationships, responsibilities, & authority
- Establish Position Qualifications - Define qualifications for persons in each position

STAFF: Choose competent people for positions in organization
- Select - Recruit qualified people for each position
- Orient - Familiarize new people with the situation
- Train - Make proficient by instruction & practice
- Develop - Help improve knowledge, attitudes & skills

DIRECT: Bring about purposeful action toward desired objectives
- Delegate - Assign responsibility & exact accountability for results
- Motivate - Persuade and inspire people to take desired action
- Coordinate - Relate efforts in most effective combination
- Manage Differences - Encourage independent thought & resolve conflict
- Manage Change - Stimulate creativity & innovation in achieving goals

CONTROL: Ensure progress toward objectives according to plan
- Establish Reporting System - Determine what critical data are needed, how & when
- Develop Performance Standards - Set conditions that will exist when key duties are well done
- Measure Results - Ascertain extent of deviation from goals & standards
- Take Corrective Action - Adjust plans, counsel to attain standards, replan & repeat cycle
- Reward - Praise, remunerate & discipline

*These five management functions were diagramed by Mackenzie to generally be a sequential process

organized on the semester system. The largest percentage of the programs were titled Agricultural Education, were organized as a department within a college, and were primarily administered through the College of Agriculture. The majority, besides offering a B.S. degree, offered a Master's degree, thesis and a Master's degree, non-thesis. Only one-third offered the Ed. Specialist and Ed.D. degrees, with just less than one-third offering the Ph.D. degree. Student enrollment ranged as high as 202 for primary undergraduates, with a mean of 87; 0-32 for master's, on-campus with a mean of 8.5. The mean number of undergraduate agricultural education credits offered was 18.6 semester hours. Graduate agricultural education credits offered averaged around 20 semester hours. These programs employed an average of 5 staff persons with an average of 3 persons employed on some type of graduate assistantship.

The largest percentage of the program leaders were titled department head; were employed in their position 7 years; had taught high school vocational agriculture 7 years; and were program leaders in the same state where they obtained their high school teaching experience.

The program staff group consisted of approximately one-third each of professors, associate professors and assistant professors, with the majority having 100 percent of their time budgeted for agricultural education. They also averaged a mean of 7 years high school teaching experience with the majority currently employed in the same state where they had obtained such experience.

When comparing the program leaders perception with the staffs' perception (paired by institutions) of the level of importance of the combined activities of each management function, none of the functions nor the total combined management score were found significant at the .05 level. When the level of importance of each of the 20 management activities under the four management functions were compared between program leaders and staff (paired by institutions), none were found significant at the .05 level. These findings are presented in Table 1.

When comparing the level of implementation between the program leaders and the program staff (paired by institutions), three of the functions, staffing, directing and controlling, as well as the total combined management score, were found significant at the .05 level. The staff rated the level of implementation significantly lower in all four cases. When the level of implementation of each of the 20 management activities were compared between program leaders and staff (paired by institutions), eight of the 20 management activities were found significant at the .05 level, all of which were rated lower by the staff. These findings are presented in Table 2.

When comparing the rank order of the importance of the five management functions, both the program leaders and staff ranked staffing and planning of greatest importance, followed by organizing, directing and controlling. When the ten management activities were ranked, both the program leaders and staff agreed that planning program goals, objectives and policies annually was the most important of the ten management activities. Securing support for planned programs was also

Table 1. The Level of Importance of Management Functions and Activities in Agricultural Education Programs as Rated by Program Leaders and Program Staff Paired by Institutions

Management Activities	N	Level of Importance: Program Leaders Mean / S.D.	Level of Importance: Program Staff Mean / S.D.	T-Value
Planning (Combined Activities)	49	8.01 / 0.93	8.03 / 0.80	- 0.11
1. Develop long range program	49	8.04 / 1.10	8.27 / 0.91	- 1.14
2. Establish program objectives	49	8.08 / 1.15	8.29 / 1.02	- 0.86
3. Formulate written program policies	49	7.71 / 1.16	7.43 / 1.23	1.22
4. Prepare the program budget	49	8.20 / 1.29	8.14 / 1.17	0.26
Organizing (Combined Activities)	48	7.57 / 1.03	7.47 / 1.28	0.53
5. Establish an organizational structure for programs	49	7.33 / 1.38	7.12 / 1.64	0.66
6. Define responsibilities and authority of staff	49	7.84 / 1.33	7.82 / 1.27	0.09
7. Develop descriptions for positions	49	7.45 / 1.50	7.29 / 1.68	0.60
8. Establish qualifications for positions	48	7.75 / 1.30	7.60 / 1.55	0.68
Staffing (Combined Activities)	47	7.99 / 0.90	7.94 / 0.78	0.24
9. Select qualified persons for available positions	49	8.61 / 0.91	8.76 / 0.60	- 0.87
10. Acquaint new persons with institution and program	48	7.73 / 1.30	7.75 / 1.25	- 0.07
11. Supervise Staff in performing new tasks	49	7.63 / 1.25	7.39 / 1.26	0.86
12. Plan ways for staff to develop professionally	48	8.06 / 1.04	7.77 / 1.31	1.16

Table 1. (continued)

Management Activities	N	Level of Importance: Program Leaders Mean / S.D.	Level of Importance: Program Staff Mean / S.D.	T-Value
Directing (Combined Activities)	49	7.85 / 1.04	7.72 / 1.01	0.67
13. Coordinate departmental activities	49	8.16 / 0.99	8.14 / 1.06	0.10
14. Motivate staff	49	7.92 / 1.35	7.74 / 1.48	0.64
15. Resolve differences among staff	49	7.27 / 1.60	6.94 / 1.84	0.98
16. Encourage creative efforts	49	8.06 / 1.13	8.06 / 0.97	0.00
Controlling (Combined Activities)	49	7.73 / 0.90	7.70 / 1.17	0.12
17. Develop evaluation criteria or standards	49	7.37 / 1.20	7.41 / 1.46	- 0.16
18. Assess progress toward program objectives	49	7.69 / 1.18	7.90 / 1.30	- 1.06
19. Evaluate staff performance	49	7.88 / 1.03	7.74 / 1.38	0.64
20. Revise program plans based on evaluation	49	7.96 / 0.96	7.78 / 1.30	0.91
Total	47	7.80 / 0.79	7.75 / 0.81	0.29

Table 2. The Level of Implementation of Management Functions and Activities in Agricultural Education Programs as Rated by Program Leaders and Program Staff Paired by Institutions

Management Activities	N	Level of Implementation: Program Leaders Mean / S.D.	Level of Implementation: Program Staff Mean / S.D.	T-Value
Planning (Combined Activities)	48	6.95 / 1.24	6.53 / 1.45	1.48
1. Develop long range program goals	49	6.71 / 1.43	6.41 / 1.99	0.80
2. Establish program objectives	49	7.18 / 1.63	7.08 / 1.77	0.29
3. Formulate written program policies	49	6.39 / 1.63	5.78 / 1.94	1.64
4. Prepare the program budget	48	7.67 / 1.86	6.85 / 2.23	2.13*
Organizing (Combined Activities)	48	6.94 / 1.22	6.46 / 1.40	1.74
5. Establish an organizational structure for program	49	7.06 / 1.38	6.76 / 1.52	0.98
6. Define responsibilities and authority of staff	49	7.12 / 1.54	6.25 / 1.81	2.49*
7. Develop descriptions for positions	49	6.59 / 1.63	6.04 / 2.24	1.39
8. Establish qualifications for positions	48	7.04 / 1.69	6.79 / 1.83	0.69
Staffing (Combined Activities)	48	7.31 / 0.98	6.71 / 1.13	2.79*
9. Select qualified persons for available positions	49	8.16 / 1.09	7.98 / 1.20	0.79
10. Acquaint new persons with institution and program	48	7.31 / 1.46	6.58 / 1.93	2.13*
11. Supervise staff in performing new tasks	49	6.92 / 1.34	6.10 / 1.31	3.08*
12. Plan ways for staff to develop professionally	49	6.90 / 1.33	6.27 / 1.80	2.11*

Table 2. (continued)

Management Activities	N	Level of Implementation: Program Leaders Mean / S.D.	Level of Implementation: Program Staff Mean / S.D.	T-Value
Directing (Combined Activities)	48	7.10 / 1.12	6.46 / 1.51	2.40*
13. Coordinate departmental activities	49	7.47 / 1.19	7.08 / 1.58	1.43
14. Motivate staff	48	6.94 / 1.33	6.40 / 1.78	1.92
15. Resolve differences among staff	48	7.08 / 1.70	5.88 / 2.09	2.98*
16. Encourage creative efforts	49	6.92 / 1.27	6.47 / 1.95	1.42
Controlling (Combined Activities)	49	6.86 / 1.12	6.23 / 1.32	3.07*
17. Develop evaluation criteria or standards	49	6.55 / 1.53	5.92 / 1.71	2.08*
18. Assess progress toward program objectives	49	6.80 / 1.47	6.31 / 1.57	1.86
19. Evaluate staff performance	49	7.14 / 1.63	6.65 / 1.73	1.70
20. Revise program plans based on evaluation	49	6.94 / 1.33	6.02 / 1.66	3.30*
Total	47	7.02 / 0.89	6.47 / 1.02	2.81*

*Significant at the .05 level of probability

considered very important by both groups. Organizing and using a program advisory committee and instructing new persons about policies and procedures were agreed by both groups to be of the least importance in the management of an agricultural education program. The findings are presented in Table 3.

Conclusions

From this study it was concluded that:

1. The agricultural teacher education program leaders and staff agreed that the industry and business management functions of planning, organizing, staffing, directing, and controlling were important to the management of agricultural teacher education programs.

2. The agricultural teacher education program leaders and staff agreed that the management functions and activities found in industry and business were being implemented in the management of agricultural teacher education programs.

3. The agricultural education program leaders and staff agreed that all five management functions and the 20 management activities were of somewhat high importance in managing an agricultural teacher education program.

4. The agricultural education program leaders believed that the management functions of staffing, directing, and controlling, and management activities in all five functional areas, were implemented at a higher level in their agricultural teacher education programs than did the staff respondents.

5. Both the agricultural teacher education program leaders and staff generally agreed the functions of planning and staffing were the most important functions.

6. Both the agricultural teacher education program leaders and staff agreed that planning program goals, objectives and policies, and securing support for planned programs were of more importance than the management activities of organizing and using an advisory committee and instructing new persons about policies and procedures.

Recommendations

The following recommendations are made for further research:

1. Further studies should be conducted on the methods and means to perform the functions and activiites of management in agricultural teacher education.

2. Further studies should be conducted, concentrating on the individual functions, such as planning, staffing, etc.

Table 3. Weighted Scores of Agricultural Teacher Education Program Management Activities as Ranked by Program Leaders and Program Staff

Management Activities	Weighted Management Activity Score*	
	Leader	Staff
1. Organize and use a program advisory committee	184 (9)**	193 (9)**
2. Plan program goals, objectives and policies annually	427 (1)	405 (1)
3. Secure support for planned programs	328 (3)	350 (2)
4. Coordinate assignments to compliment staff expertise	318 (4)	340 (3)
5. Instruct new persons about policies and procedures	148 (10)	167 (10)
6. Conduct regular staff meeting	207 (8)	215 (6)
7. Inform staff of program activities and new developments	234 (6)	249 (5)
8. Provide an environment for creative efforts by staff	331 (2)	312 (4)
9. Develop a plan for staff improvement	212 (7)	204 (7)
10. Recognize staff achievements	243 (5)	203 (8)

*For presentation purposes the researcher determined a weighted score for each activity in order to establish a rank order for leaders and a rank order for staff. Weighted activity score = sum of the inverted rankings multiplied by the number of respondents for each ranking.

**Rank order of the ten management activities; 1 = activity of most importance, 10 = activity of least importance.

3. Further studies should be conducted to determine the perceptions of higher administrators, such as deans, of the importance and implementation of the management functions and activities in agricultural teacher education programs.

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